Grade 6 English Language Arts

# UNIT ORDER

1. Active Reading Strategies Review
2. Introduction to Fiction
3. Narrative Writing
4. Nonfiction Study
5. Expository Writing with Text Dependent Analysis
6. Nonfiction and Fiction: Key Ideas and Details
7. Analyzing Poetry
8. Craft and Structure in Literature and Informational Texts
9. Argument and Persuasion
10. Determination: A Topic Study (Across Genres)
11. Poetry

# This curriculum is aligned to the PA Academic Standards for English Language Arts (PA Core ELA adopted March 1, 2014) for Grade 6.

# Accelerated Reader

* Students will be expected to read independently outside of class and demonstrate this independent reading through the use of Accelerated Reader quizzes.

o ELA teachers should provide frequent assistance and feedback to students to help them select books that are at the appropriate independent reading level. This is especially critical when reading non-fiction text.

o Book selection (within the appropriate reading level range) should be based on student self-selection. It is acceptable for ELA teachers to set minimum requirements for non-fiction reading, but these minimums must not constitute more than 1/3 of the total points.

* Independent reading via Accelerated Reader will count for 10% of the marking period grade.
  + Grade may be based on total points, accuracy, and/or meeting reading level targets.

# Writing

* Students should be expected to write everyday throughout the ELA class for a variety of purposes, in varied lengths, and in a variety of formats.
  + Writing is encouraged as a form of formative and summative assessment, as well as for active engagement within the classroom giving every student the opportunity to participate.
    - Formative Assessment Examples: bellringers based on objectives for the day before, exit slips, mid-class checks for understanding, vocabulary activities
    - Summative Assessment Examples: Text-Dependent Written Responses, Essays
    - Engagement Strategies: Pre-reading predictions, making text connections, questioning during reading, thinking and analyzing quick writes
  + Writing should be shared/reviewed (peer, group, teacher, etc). A generic time for "daily journal" is discouraged. Feedback on writing should be provided frequently and in a timely manner. Writing should be directly related to the instructional content and used as a strategy with purpose. Writing can be used for further editing and/or grammar instruction.
  + Formal instruction in expository, argumentative, and narrative writing is included within the curriculum.

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# Grammar

* Grammar instruction will occur within the context of writing with mini-grammar lessons and conferences incorporated throughout the curriculum. Objectives for grammar instruction are included throughout the curriculum outline.
  + Mini-grammar lessons (10-20 minutes) include a focus on a specific skill, rule or grammar principle and then students reviewing and editing their own writing.
  + Grammar topics are included/assessed as focus correction areas in writing.
  + Assessment of grammar is included within editing writing activities and focus correction area within writing assignments.

## SUMMARY OF MINI-GRAMMAR LESSONS - GRADE 6

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| --- | --- |
| MINI-GRAMMAR TOPIC / OBJECTIVE | UNIT |
| Frequently confused words (ex: to, too, two; there, they're, their) | Active Reading Strategies |
| Inappropriate shifts in verb tense | Introduction to Fiction |
| Punctuate items in a series | Expository Writing |
| Complete sentences, fragments and run-ons | Expository Writing |
| Varying sentence patterns | Expository Writing |
| Inappropriate shifts in pronoun number and person | Non-fiction Study |
| Consistency in tone and style | Craft and Structure |
| Pronouns - proper case (subjective, objective, possessive) | Fiction and Nonfiction Key Ideas and Details |
| Intensive pronouns | Narrative Writing |
| Correcting vague pronouns (with antecedents) | Narrative Writing |
| Using precise words | Narrative Writing |
| Punctuate dialog | Narrative Writing |
| Words and phrases for effect | Argumentation |
| Punctuation for nonrestrictive/parenthetical elements | Expository Writing |
| Use conjunctive adverbs and punctuate properly | Expository Writing |

# Vocabulary

#### Objectives:

* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on curricular reading and content.
  + Use context as a clue to the meaning of a word or phrase.
  + Use common Greek or Latin affixes and roots as clues to the meaning of a word.
* Demonstrate an understanding of word relationships and nuances in word meaning.
  + Interpret figurative language
  + Use the relationship between particular4 words to better understand each of the words (ex: synonym and antonym)
  + Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. stingy, scrimping, economical, frugal, thrifty)

**5-10 minutes per day of embedded vocabulary instruction**

* Can be at beginning, middle or end of period.  Can be spread throughout class period (ex: introduce a word as a pre-reading activity for a selected passage)
* **5-7 words per week (or “active” at a time) maximum** – Vocabulary words selected from text(s) being read and studied in class and not from isolated lists. Vocabulary words can be introduced individually or in very small chunks.
* Words “**worked with 8-12 times**” – in small chunks before final assessment. Based on formative assessment during word work, some words may be ready for final assessment after 6 interactions while others may need to stay “active” and be worked with 12-15 times.
* NOT intro on Monday, define from dictionary, write sentences, test on Friday
* “Retired” words should be reinforced continually and reviewed (can be re-assessed) using word wall activities throughout the year.
* Roots and affixes should be reviewed / taught when applicable to words being studied.

Assessment:

Exit slips or other types of written assessment of single or multiple vocabulary words

Objective quizzes

Question and answer

#### Suggested Instructional Activities/Vocabulary strategies:

Word/concept maps

Quick drawing and quick writings

Word Wall activities

Bell-ringers and exit slips

Contextual redefinition  
Root study connected to word

Word sorts

Sample Instructional Routines

* + **3 minutes** – Bellringer activity while you are taking roll – have students pick one word already introduced from Word Wall and write an antonym (word or phrase) for it.  Pair /share and then group share a few.
  + **7 minutes** – Introduce new word from reading during “before reading” activity – give definition – have students draw picture to describe/define based on what you said – pair/share – clarify as needed- add to word wall
  + **6 minutes** – as you transition from one activity or topic to another part of lesson – have students quick write a way the word “consensus” currently being studied relates to 2 other words from word wall somehow and give explanation/reason they “relate” – Pair/share/group share/clarify as needed.
  + **4 minutes** – Exit Slip – as a class you have worked with the word “deliberate” at least 8-12 times.  Ask students to write a sentence using the word deliberate or write a explanation of what deliberate means on an exit slip.  Collect and grade as an assessment for the word (you’ll need to be sure absent students complete this later).
  + **10 minutes** – You introduced/added the word “consensus” yesterday to the Word Wall.  Today you review the Latin root “con” – have students in partners (maybe clock partners) brainstorm all of the words they can think of that contain “con” and then group share and determine how they relate to Latin root (or if they are a “false root”). During upcoming weeks – take any opportunity to show/use words with that root or recognize when students do.
  + **6 minutes** – Based on exit slips yesterday and pair/share discussion, you realize students are using emaciated as a synonym for sick and don’t understand the real meaning of the word (excessively thin). You show a drawing (carefully chosen to not be too graphic) of an emaciated dog and a picture of a person with the flu on the whiteboard and ask students to quick write the difference between emaciated and sick.

# Read - Aloud

Purposes: improve listening skills, build vocabulary, model and aide development of reading comprehension, model fluent reading, allow all students to access increasingly difficult and challenging text, practice development of active reading strategies

* Approximately 15 minutes per day devoted to teacher read-aloud activities (including associated Before-During-After reading and discussion activities).
* Texts should be of varying lengths and genres (ex: novels, short stories, poems, non-fiction). Texts at a higher level than student independent reading level are encouraged. Text to be read aloud may be text to be used within instructional units outlined below or reading for group enjoyment.
* Students should be actively engaged in before-during-after reading activities to facilitate comprehension and to prevent this from becoming a passive student activity.

Assessment:

Group and small group structured discussion activities (with rubric)

Objective quizzes

Question and answer

Written responses (including text evidence)

#### Suggested Instructional Activities

Teacher modeling of think-aloud and active reading strategies

B-D-A strategies (before, during, after reading)

Pair/sharing and small group sharing

Listen, Make a Mental Movie, Sketch, Pair/Share activity

# Unit #1: Active Reading Strategies (5-10 days)

#### Objectives:

* Independently demonstrate the effective use of at least **five** active reading strategies using a variety of passages from multiple genres. Examples of active reading strategies include: questioning, connecting, predicting, evaluating, previewing, visualizing, clarifying, inferring, summarizing and synthesizing.
* Mini-Grammar Lesson
  + Correctly use frequently confused words (e.g. to, too, two; there, their, they're).

#### Assessments:

* Graded independent practice with individual strategies using a variety of texts
* Bellringers, exit slips, and other written assessment of strategy
* Required: Cold passage demonstrated use of at least three strategies (graded using a rubric to assess appropriate use of reading strategies)
* Writing responses to text or text related topics (grammar self and/or peer editing).

#### Instructional Guidance:

Provide direct instruction on at least **FIVE** active reading strategies, model, provide guided practice, and then independent practice using a variety of shorter fiction and nonfiction passages (include a variety of genres).

Active Reading Strategies  
  
**Questioning-** Ask questions about the text. What are you confused by? What is motivating the character(s)? Why are certain things happening? Why might the author have used that word or that setting?

**Connecting** - Connect personally with what you are reading. Think of similarities between the descriptions in the selection and what you have personally experienced, seen, and heard or read about. Also, connect to anything you may have already read or seen in media (movies, news broadcasts,   
newspapers, magazines, Internet).

**Predicting**  - Try to figure out what the text will be about, will happen next and how the selection might end. Then read on to see how accurate your guesses are.

**Evaluate -** Form opinions about what you’ve read, both while you’re reading and after you’ve finished. Develop your own ideas about characters and events. Make a logical guess or come to a conclusion based from the story or text.

**Previewing text and vocabulary** - Before reading, look at any titles, subheadings, charts, graphs, and captions. Talk out loud as a whole group, inviting students to make predictions about what they are going to read. Scan the text and ask students to point out words or phrases that are new to them, confusing or they wonder about at first glance.

**Visualize -**Describe the images you see as the author describes them. Use the details from the text to create the “movie in your mind.”)

**Clarify -** Stop and check whether you understand the text. Read on, and sometimes even reread, and your understanding may change and develop. When you find the answers to any questions you have had, note them in the text.

**Text Annotating -** Talking to the text by marking up the text to show your observations and thoughts.

#### Suggested Texts and Resources

* Use of graphic organizers for citing text evidence
* Grade level/ Lexile level passages from readworks.org
* Common Core text exemplar list
* Mixed length passages representing a variety of genres
* Texts Related to the Middle School Experience
  + The Middle
  + Grade Expectations
  + Memories from Childhood

# Unit # 2: Introduction to Fiction (10-12 days)

#### Objectives:

* Determine how **characters** respond and change throughout a story.
* Determine a **theme** of a text and how it is conveyed through relevant details.
* Identify literary elements of plot (conflict, rising action, climax, falling action, resolution) character, setting)
* Describe how the **plot** unfolds.
* Mini-Grammar Lesson
  + Recognize and correct inappropriate shifts in verb-tense.

#### Assessments:

Writing to learn activities  
Student written responses  
Objective tests/quizzes  
Class and/or homework activities directly related to objectives  
REQUIRED Summative Assessment: Cold passage and text dependent written analysis (give students Text dependent analysis rubric). Scored only for objectives listed in this unit. This assessment will also be used for use as pre-assessment and review/editing tool in Expository Writing Unit (KEEP!).

#### Instructional Guidance:

Provide direct instruction, modeling, guided practice and independent practice focused specifically on objectives above using a variety of fiction texts (varying lengths).

#### Suggested Texts and Resources:

PA Core PSSA Item Sampler  
PDE SAS website  
Text passages/resources from reading series  
Grade level/ Lexile level passages from readworks.org

Common Core text exemplar list

# Unit # 3: Narrative Writing (8-13 days)

Pre-Assessment - Cold Narrative Writing Prompt- score using Narrative Writing Rubric (holistic score of 0-4). Return this writing to students, not included in student grade, keep to use for editing, revision (grammar, content, style, etc) throughout the unit. Also refer back to this at the end of the unit to measure growth.

#### Objectives:

* Plan for narrative writing using a **story map or other graphic organizer**.
* Establish context and **point of view**.
* Introduce and develop **narrator and/or characters.**
* Create a storyline that clearly **sequences events (beginning, middle, end).**
* Provide a **conclusion.**
* Provide **details and elaboration** to support writer’s purpose.
* Use **narrative techniques** to develop characters, experiences or events
  + Dialog, plot development, pacing, description
* Use a variety of **transition words** and phrases to convey sequence and to signal shifts from one time frame or setting to another.
* Uses **sensory language and sentence structure** to convey experience and events.
* Mini-Grammar Lessons
  + Use intensive pronouns (myself, ourselves).
  + Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).
  + Choose words and phrases to convey ideas precisely.
  + Punctuate dialog correctly.

#### Assessments:

Story map/graphic organizer  
Narrative essay in response to prompts

#### Instructional Guidance:

Show/use samples from PSSA item samples   
Teach students to use dialog as narrative technique.

#### Suggested Texts and Resources:

Achieve the Core narrative writing resources (achievethecore.org)  
PDE Item Sampler with scoring rubrics  
Collins Writing resources

# A Study of Non-Fiction (10-15 days)

#### Objectives:

* Identify critical **text features** found in non-fiction texts and identify how a text feature fits into the overall structure or contributes to the development of ideas in a text.
* Identify common non-fiction **text structures** and use these structures to aid in comprehension of the text.
* Determine a **central idea** within a text and explain how it is conveyed with relevant details
* Analyze how a **particular sentence, paragraph, chapter, section or text feature fits into the overall structure** of a text and contributes to the development of the ideas.
* Analyze in detail how a k**ey individual, event or idea is introduced, illustrated or elaborated** in a text (eg., through examples, anecdotes, or sequence of steps).
* Mini-Grammar Lessons
  + Recognize and correct inappropriate shifts in pronoun number and person.

#### Assessments:

Writing to learn activities  
Student written responses  
Objective tests/quizzes  
Class and/or homework activities directly related to objectives

REQUIRED: A minimum of ONE TEXT DEPENDENT ANALYSIS (include grammar FCA based on lessons already taught)

* Question must be based on the following objective (see above): analyze in detail how a k**ey individual, event or idea is introduced, illustrated or elaborated** in a text (eg., through examples, anecdotes, or sequence of steps).

#### Instructional Guidance:

Direct instruction including explanations, modeling, guided practice and independent practice with assessments must be provided for EACH of the objectives listed in this unit.

#### Suggested Texts and Resources:

PDE PA Core Item Sampler

**Text Sets** related to the following Topics (Aligned to PC Grade 6 Science and Social Studies Curricula). Text sets should include a variety of lengths, and a mix of non-fiction styles including biography, autobiography, memoir, essay, speech, news articles, government documents, primary sources, photos, media, etc. Challenging, core level text, requiring close reading is required.

* World Geography topics (customs, social issues, population issues, migration, political and social current events)
* Watersheds
* Environmental pollution
* Natural resources (especially natural resources of PA)
* PA government agencies related to conservation
* Three Mile Island
  + Historical accounts or primary sources to compare two authors' presentation of events.
* Wolf Text Set (NY Engage)

Grade Level lesson binders (intervention lessons) focused on modeling, guided practice, independent practice and assessment of specific skills (inferences, non-fiction text structures, etc).

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# Unit # 5: Expository Writing Unit (15-30 days)

Pre- Assessment – Use the summative assessment from Introduction to Fiction Unit which was scored only for objectives taught as pre-assessment tool. Score using holistic rubric (not counted in student grade) to provide a baseline. Return to students with general feedback, keep to use for editing throughout the unit and refer back to at end of unit to measure growth.

The purpose of this unit is to provide specific direct instruction on the critical components of expository writing.

#### Objectives:

* **Plan for writing** by creating an appropriate graphic organizer to respond to an expository prompt (text dependent and non-text dependent).
* Write an effective **thesis statement**  in response to an expository prompt.
* Demonstrate the use of at least two different styles of **introductions** in response to an expository prompt.
* Write a **conclusion** that effectively concludes an essay and includes a summary of key points.
* Write **body paragraphs** containing a **topic sentence** and relevant details.
* Using specific **text evidence** to support ideas when responding to prompt based on a text
* Use appropriate **transitions** to separate ideas.
* Use a variety of **sentence structures**/**patterns** (at least three).
  + Have a verb precede a subject
  + Sentence including non-restrictive/parenthetical element (appositive)
  + Compound sentence using a semicolon before and a comma after a conjunctive adverb
* **Edit self and peer writing** based on specific focus correction areas (Grammar FCA's selected based on lessons already taught).
* Mini-Grammar Lessons
  + Punctuate separate items in a series.
  + Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
  + Vary sentence patterns for meaning, reader/listener interest and style.
  + Punctuate for nonrestrictive/parenthetical elements.
  + Use conjunctive adverbs and punctuate properly.

#### Assessments:

Assessments of ***individual*** objectives/skills (objective quizzes, writing exercises and activities)  
Writing to learn activities for formative assessment  
Required: **Minimum of three full length essay responses** (at least one must be independent text-dependent prompt completed with no assistance) graded based on focus correction areas  
Graphic organizer assessments  
Peer and self editing exercises

#### Instructional Guidance:

Each of the above objectives must be demonstrated by students (and assessed) using both text-dependent prompts and non-text dependent prompts. Text-dependent prompts will also be used throughout the other units in this course as a way to assess both critical reading and writing skills.

The purpose of this unit is to provide specific direct instruction on the critical components of expository writing.

This unit will include a mix of fiction and non-fiction short passages upon which to base the text dependent expository essays. Active reading strategies will be reinforced throughout.

Use a mix of shorter passages already read during active reading unit and at least one new text during these lessons. Reinforce use of active reading strategies when reading new passages. Use at least one “non-traditional” text (photo or painting, visual, 1-2 minute video, graphic organizer or chart, song, etc).

The number of body paragraphs should be based upon the prompt/text dependent analysis question. While a five paragraph essay is a good rule of thumb and provides a good structure for the students, the written essay should be based on the prompt. The length of body paragraph should be sufficient to provide thorough elaboration (4-7 sentences is a good rule of thumb).

**Sentence patterns/structures**

**Have a verb precede a subject.**

Beside the house grew a large tree.

Close and closer floated the blimp.

**Use an appositive in a sentence (nonrestrictive/parenthetical element).**

Mr. Jones, our new teacher, makes learning fun.

**Use an appositive at the end of a sentence, following a colon or dash (nonrestrictive/parenthetical element).**

Anyone learning to drive a standard transmission should learn one lesson first:   
how to let the clutch out slowly.

High school students dread one test above all others – the SAT.

**Write a compound sentence using a semicolon before and a comma after a conjunctive adverb.**

The mechanic failed to secure the oxygen containers; therefore, they exploded.

Penn Cambria should require students to wear uniforms; furthermore, the teachers should follow a strict dress code.

#### Suggested Texts and Resources:

Non-fiction texts of varying lengths  
Fiction texts from a variety of genres  
Collins Writing resources   
PDE PA Core Item Sampler with Scoring Rubrics

# Unit # 6 Fiction and Nonfiction: Key Ideas and Details (10-15 days)

#### Objectives:

* Cite **textual evidence** to support analysis of what the text says explicitly.
* Use text evidence to make **inferences** drawn from a text or a group of texts.
* Use text evidence to make **generalizations** about a text or group of texts.
* Determine a **central idea** within a text and explain how it is conveyed with relevant details
* Provide a **summary** of a nonfiction text distinct from personal opinions.
* **Summarize** a fiction text providing evidence from beginning, middle, end.
* Mini-Grammar Lesson
  + Ensure pronouns are in the proper case (i.e. subjective, objective, and possessive).

#### Assessments:

Creation of student graphic organizers  
Student written responses  
Objective tests/quizzes  
Class and/or homework activities directly related to objectives

#### Instructional Guidance:

Provide direct instruction, modeling, guided practice and independent practice focused specifically on drawing text evidence to answer questions and to support claims.

#### Suggested Texts and Resources:

PA Core PSSA Item Sampler  
PDE SAS website  
Text passages/resources from reading series  
Grade level/ Lexile level passages from readworks.org

Common Core text exemplar list

Mixed length passages representing a variety of genres

# Unit # 7: Analyzing Poetry (5-8 days)

#### Objectives:

* Explain how an author develops **point of view** of the narrator or speaker in a text (including in poetry).
* Analyze how a particular **stanza** and/or line in a poem contributes to the development of the theme, setting, or message of the poem.
* Determine how the author uses the meanings of words or phrases, including figurative or connotative meanings in a text.

#### Assessments:

Creation of student graphic organizers  
Student written responses  
Objective tests/quizzes  
Class and/or homework activities directly related to objectives

#### Instructional Guidance:

Provide direct instruction, modeling, guided practice and independent practice focused specifically on analyzing meaning of poetry in relation to objectives. Types of poetry and poetry writing will be focused on in the last unit.

#### Suggested Texts and Resources:

PA Core PSSA Item Sampler  
PDE SAS website  
Text passages/resources from reading series  
Grade level/ Lexile level poetry from readworks.org

Common Core text exemplar list

Mixed length poems representing a variety of styles and forms

# Unit # 8 : Craft and Structure in Literature and Informational Texts (25-35 days)

#### Objectives:

* Determine an **author’s purpose or point of view** in a text and explain how it is conveyed in the text.
* Compare and **contrast one author's presentation of events with that of another**.
* Determine how the **author uses the meaning of words or phrases**, including figurative, connotative, or technical meanings, in a text.
* Analyze in detail how a k**ey individual, event or idea is introduced, illustrated or elaborated** in a text (eg., through examples, anecdotes, or sequence of steps).
* Describe how characters respond or change as the plot moves towards a resolution. REQUIRED: Text Dependent Analysis
* Explain how an author develops **point of view** of the narrator or speaker in a text (including in poetry).
* Describe the **effectiveness of the point of view** used by the author
* Analyze how **particular components of the work (ex: sentence, chapter, scene, or stanza) fits into the overall structure of a text** and **contributes to the development** of the theme, setting, plot, or development of ideas.
* Analyze the impact of **specific word choice** on meaning and tone.
* Mini-Grammar Lessons
  + Maintain consistency in style and tone.

#### Assessments:

#### Objective quizzes/tests Writing to learn activities Class/homework activities directly related to objectives

REQUIRED: A minimum of TWO TEXT DEPENDENT ANALYSIS (include grammar FCA based on lessons already taught)

* One question must based on the following objective (see above): analyze in detail how a k**ey individual, event or idea is introduced, illustrated or elaborated** in a text (eg., through examples, anecdotes, or sequence of steps).
* One question must be based on objective from unit and include an analysis of two or more texts.

#### Instructional Guidance:

Provide direct instruction, modeling, guided practice, independent practice and assessment on EACH of the objectives listed using a variety of texts (varying lengths, genres, levels of complexity, fiction and nonfiction). Review and reinforce other skills already taught throughout!

Challenging texts should be chosen frequently and may require close reading and the use of other scaffolding techniques to ensure students can access texts at the level recommended by the PA Core Standards.

**Author’s purpose/point of view examples:**  
How does the point of view in the story influence the passage?  
Why does the author include the dialog between Jane and Suzy in the story?

#### Suggested Texts and Resources:

Required: Texts must include poetry and drama

Use a variety of genres and styles. MUST include drama and poetry.

Novels from approved novel lists (including excerpts)

Grade Level lesson binders (intervention lessons) focused on modeling, guided practice, independent   
 practice and assessment of specific skills (story elements, main idea, etc).

Achieve the Core (achievethecore.org)  
Engage NY

"Eleven." by Sandra Cisneros

**Text Sets** related to the following topics are encouraged (Aligned to PC Grade 6 Science and Social Studies Curricula). Text sets should include a variety of lengths, and a mix of non-fiction styles including biography, autobiography, memoir, essay, speech, news articles, government documents, primary sources, photos, media, etc. Challenging, core level text, requiring close reading is required. Fiction may also be included!

* World Geography topics (customs, social issues, population issues, migration, political and social current events)
* Watersheds
* Environmental pollution
* Natural resources (especially natural resources of PA)
* PA government agencies related to conservation
* Three Mile Island
  + Historical accounts or primary sources to compare two authors' presentation of events.
* Wolf Text Set (NY Engage)

Grade Level lesson binders (intervention lessons) focused on modeling, guided practice, independent practice and assessment of specific skills (inferences, non-fiction text structures, etc).

# Unit # 9: Argumentation and Persuasion (13-20 days)

Pre-Assessment - Argumentative Writing Cold Prompt- score using Argumentative Writing Rubric (holistic score of 0-4). Return this writing to students, not included in student grade, keep to use for editing, revision (grammar, content, style, etc) throughout the unit. Also refer back to this at the end of the unit to measure growth.

#### Objectives:

* Trace and evaluate the **argument and specific claims in a te**xt.
* Distinguish claim that are supported by reasons and evidence from claims that are not (e.g. fact/opinion, bias).
* Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person).
* Create an **introduction** to persuasive writing that introduces a claim effectively.
* Write a **thesis statement** that clearly outlines the argument or claim.
* **Support** a claim with clear reasons and relevant, credible evidence.
* Use words, phrases, and clauses to **clarify the relationship(s) among claim and reasons**.
* Establish and maintain a **formal style** within a persuasive essay.
* Provide a **conclusion** that reinforces the claims and reasons presented.
* Mini-Grammar Lessons
  + Choose words and phrases for effect.

#### Assessments:

REQUIRED: One response to cold writing prompt (different prompt than pre-assessment)  
Objective quizzes/tests  
Writing to learn activities based on objectives

#### Instructional Guidance:

Introduce argument and persuasion using a variety of argumentative/persuasive texts. Be sure students can identify and evaluate arguments and claims in non-fiction writing (assess this).

Use PSSA item samplers and Achieve The Core samples of student writing to evaluate the claims of others.

#### Suggested Texts and Resources:

Opinion/editorial articles from newspapers  
PDE Item Sampler and scoring rubrics  
PDE SAS   
Collins Writing resources

# Unit # 10: Determination: Topic Studies Across Genres (10-15 days)

#### Objectives:

* Compare and contrast texts in different forms or genres in terms of their approaches to similar themes or topics (compare 2-3 texts or more).
* Present information in a formal presentation (1-3 minutes) comparing and contrasting the two pieces of text with a similar theme or topic (one text may be in diverse media or formats such as pictures, video, etc).

#### Assessments:

Writing to learn activities  
Objective quizzes/tests  
Speech/formal presentation (with rubric)

#### Instructional Guidance:

Review prior objectives during reading activities. Focus on active reading, close reading strategies, text dependent questions and citing text evidence as appropriate.

Suggestion: Provide one text and have students conduct research to find another text with similar theme/topic upon which to base comparison speech. Example: As a class read/discuss "Chapter 4: Burdens" from Little Women by Louisa May Alcott. Students then must find another piece of text (including video, song, etc) sharing a similar theme (ex: be grateful for what you have) and compare/contrast in presentation.

#### Suggested Texts and Resources:

Include at least four genres during unit study  
Excerpts from novels on approved novel list  
Excerpts from Core Text Exemplars

# Unit # 11: Poetry (10-15 days)

#### Objectives:

* Identify and analyze the use of specific techniques used in poetry through reading a variety of poetry (ex: iamb, meter, couplet, rhyme scheme, free verse).
* Identify how a poem's structure contributes to its meaning.
* Write poetry using figurative language techniques to describe something.

#### Assessments:

Objective test/quizzes  
Practiced poetry reading  
Writing to learn exercises/activities

#### Instructional Guidance:

#### If time permits, students should also be given the opportunity to read/present poetry to classmates to reinforce public speaking skills.

Students may write poetry using a variety of specific forms of poetry (ex: free verse, haiku, couplet, sonnet, etc)

#### Suggested Texts and Resources:

Common Core Text Exemplars   
Use of a variety of types of poetry around a common theme